

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about research background, research problem, research objective, and research significance.

1.1 Research Background

In Indonesia, English is part of curriculum that is given in all stages of education. It is taken by elementary until senior high school students. It means that English becomes our third language after our mother language and second language, which are Javanese and Indonesian language. In English learning, there are four skills that students should know such as writing, speaking, listening, and reading. Students should master English well because English is international language; It means that most people in the world communicate by using English. Furthermore, English is required by many employer and people's life. However, learning English is not as easy as learning and understanding our own language because English is purely a foreign language for Indonesian students. Therefore, learning English is important to success in the future.

In learning English, the student should have motivation Brown (2007) states that motivation is one of the principles in language learning process. So, motivation is important for someone to learn language. Often, when there is a reason for you to do something, it is the kind of thing to motivate you to do it. when the only reason for performing, an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards, the motivation is likely to be extrinsic. When the experience of doing, something generates interest and enjoyment, and the reason for

performing the activity lies within the activity itself, then the motivation is likely to be intrinsic.

Reason, based on Oxford dictionary, a cause, explanation, or justification for an action or event. In this case, the reasons why people choose to act in certain ways, it becomes apparent that these the reasons for actions fall into different types. Sometimes we do something because the act of doing something because it is enjoying in itself. At other times, we engage in activity not because we are particularly obtaining something else that we want. This can be illustrated by considering different actions that we perform in our day-to-day lives, such as going to work, reading a newspaper, driving within a speed limit, listening to music or studying, some these actions that we are intrinsically motivated to do, while others are extrinsically motivated.

Elective course in English Language Education Department at University of Muhammadiyah Malang include: *Business English*, *English for Young Learners*, and *Translation*. Each elective course is divided in two stages. The first stage consists of four credits, and the second stage consists of two credits. *English for Young Learner* (EYL) is intended to train students to be English teacher for children. The students who join EYL class have two credits compulsory course in EYL I given in the sixth semester. In the EYL I, the students learn about the theories of psychology in learning process, learning method, and curriculum. Then, EYL II is to give students experience to teach of all language skills and components, and to introduce the appropriate methods and technique to teach EYL. It can develop students' skills to practice teaching EYL. In this course, the students create lesson plan of EYL class and to teach young learners using developed

methods, technique and media, and determine the proper procedure of evaluation based on students' basic competence.

In the last three years, the number of male students of English for Young Learners course are decreasing. It is based on the data since 2014 until 2016. The number of students who were joining EYL at 2014 were 18 students, and in 2015 the number of students who joining in this year were 17 students. Meanwhile, the number of male students were decreasing significantly, it was about only 8 students. Therefore, the researcher is curious in investigating the reasons why they did not take EYL as their elective course.

A previous study has been conducted by Irodah (2008). She investigated about the factor that made the sixth semester students of English Language Education Department interested in choosing EYL subject. She informed that there were factors which made the sixth semester students were interested in choosing EYL subject. Out of 41 students, 21 students (51,2%) choose EYL subject because they wanted to be English teacher for children so they expected to have more knowledge about English and education for children, 20 students (48,8%) agreed that teaching English for young age had the important role because psychologically children period was good to be improve both cognitively and linguistically, 17 students (41,5%) said EYL subject could help them to improve their teaching skills, 20 students (48,8%) state that their interest in EYL their interest in EYL subject course because of the difficulties that they faced. It caused by the lack of the explanations about the teaching technique that they got before, 13 (31,7%) stated that they were interested in EYL subject because they like to read English books and magazines for children in their spare time. From the percentage above, Irodah (2008)

concludes that English Language Education Department students had high expectations in following EYL subject.

Since the previous researcher studied and focused on the factor that made the sixth semester students of English Language Education Department interested in choosing EYL subject, so that's why the researcher conducted the study about The Reasons of English Language Education Department Students for not Taking EYL Course at University of Muhammadiyah Malang. The researcher focused on male student's academic year 2013.

1.2 Research Problem

Based on the background mentioned, research questionnaire in this study are formulated as follow:

1. What are the reasons of English Language Education Department male students for not taking EYL as their elective course?
2. What are the dominant reasons of English Language Education Department male students for not taking an EYL as their elective course?

1.3 Research Objectives

Relating to the statement of the problem, this study is aimed:

1. To find out the reasons of English Language Education Department male students for not taking EYL as their elective course.
2. To identify the dominant reasons of English Language Education Department male students for not taking an EYL as their elective course.

1.4 Research Significance

This study is expected to be significance for several parties. Firstly, this study will give information to the readers about the reasons of English Language Education Department male students for not taking an EYL class. Secondly, the result of this study is expected to motivate English Language Education Department male students to take EYL in the future. Further, it is important for the student who will become a teacher in future to take EYL as their elective course because it can help students to improve their knowledge about technique or method about teaching and also understand more about students. Finally, this research will be useful for those who want to conduct similar studies beyond the scope of this study.

1.5 Scope and limitation

The scope of this study is the elective course chosen by the seventh semester students and their reasons why they do not take EYL as their elective course. This study is limited to the male students of seventh semester academic year 2013 at English Language Education Department University of Muhammadiyah Malang.

1.6 Definition of Key Terms

To avoid misunderstanding, the key terms in this study are defined as follows:

EYL stands for English for Young Learners, English for children from the first year of formal schooling (five or six years old) to eleven or twelve years old age (Harmer, 2015).

Elective course is an elective course is one chosen by a student from a number of optional subjects or courses in a curriculum, as opposed to a required course which the student must take (Ulusoy et al., 2012).

Motivation is the extent to which one makes choices about the goals to peruse and efforts that makes dedicate to pursuit the goal (Brown, 2001).

Reason is a cause, explanation, or justification for an action or event (Oxford dictionary, 2017)

